



Montana Behavioral Initiative

Non-contingent attention provides time and attention that is not tied to performance and fulfills the need to be noticed and valued.

- Borgemeier

Inside this Issue:

5:1 Ratio 2

What Does Research Tell Us? 3

Resources Team Training Dates 4

When Finished Route To:

Save the Dates!!

High School
Forum:
Nov. 19-20 2013

MBI Summer
Institute:
June 16-20, 2014

A newsletter to support the implementation of Positive Behavioral Supports (PBIS) in schools throughout Montana

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Positive Please!

How positive are you? Have you counted or had someone else count the positive to negative ratio of reinforcements in your class? Do you ever go home feeling like the wicked witch of the west? Is there one child in your class that you can't even be nice to anymore? Are you being positive and the students tuning you out?

If you are willing to work on being more positive in order to help student behavior change, this strategy can help.

Research has shown that the average positive to negative ration is 1 to 3. That's one positive to 3 negatives. Our difficult students, research shows, were given as many as 7 to 10 negatives to every positive (Brophy 1981).

In general, teachers should offer praise statements more often than corrective statements. Researchers have recommended at least a 3:1 ratio (Fredrickson, & Losada, 2005; Shores, Gunter, & Jack, 1993). Others have recommended that teachers strive to maintain a ratio of 4 or 5 positive statements to 1 corrective statement (Good & Grouws, 1977; Walker, Ramsey, & Gresham, 2004).

Often students are not tuning in to the positive statements we give and, therefore, never really hear them. Using the principles of good reinforcement is a must! They are: Individualized, Frequent, Enthusiastic, Eye contact, Descriptive (Brophy 1981), and Variety ("I-FEED-V Rules"). Teaching students to acknowledge your reinforcement with thanks or a smile or even keeping track of them increases the chance that they "hear your praise and, hopefully, improve their behavior.

The idea is very simple, just have the chosen students (students who need help with behaviors) tape a chart to their desk and keep track of the positives they receive during the day. Have them learn the difference between a general statement (the generic "Good job") and a "special positive" (positives using the principles of good reinforcement). They may need to be reminded for the first few days to give a mark and which section to mark. Train the students and check with them daily on their chart. Reward students for keeping the data, not for the number of positives they receive. Reward *yourself* for increasing positives. Try to increase reinforcement of the specific behaviors you want to improve.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

[CONTINUED FROM PAGE 1]

The benefits are multiple. First and foremost, to increase on a conscious level the amount of positive reinforcement a teacher can give to difficult kids and kids in general. Second, to get the student to focus and "hear" the positive. Third, to give them the feeling that they were "helping" the teacher by tracking his or her positives.

As with any strategy, it is important to consistently try this for several weeks. Share your findings with your colleagues and help them to increase the positive (Hartwig, 1995).



<i>*Positives Chart*</i>	
Teacher Positives	Teacher Specific Positives
Positives I Give	Student Positives

Ratio of Interactions

Teachers should interact with students five times more often when they are behaving appropriately than when they are behaving inappropriately (5:1 ratio). Interactions with students are considered positive or negative based on the behavior in which the student is engaged at the time attention is given. Negative interactions are not wrong and are sometimes necessary; the key is the **ratio**. As you can see in the following section, positive interactions can be provided in a variety of ways, including verbal praise, nonverbal acknowledgement and non-contingent attention.

How does 5:1 happen?

It is expected that all staff will interact in a friendly, supportive manner at all times

- students, parents, guests and colleagues initiate positive interactions by:

- Making eye contact
- Smiling nodding, winking
- Welcoming
- Offering a greeting
- Asking if assistance is required
- Providing positive feedback regarding appropriate student behavior
- Maintaining an attitude of respect and support, even when correcting student behavior
- Showing interest
- Inviting questions

5:1

*Gets the
job done!!!*

What Does Research Tell Us about Positive Reinforcement?

- After withdrawing praise from a classroom, off-task behavior increased from 8.7% to 25.5%.
- When the rate of criticism was increased, off-task behavior increased from 25.5% to 31.2% with over 50% off-task behavior on some days (Becker, Engleman, & Thomas, 1975).
- In classes where teachers provided less than 65% positive statements, the percentage of students reporting that they like school decreased over the course of the school year.
- In classes where teachers provided more than 70% positive statements, students reporting that they like school remained high across the school year (Oregon study).
- Praise has the strongest research, with increases shown in:
 - Students' correct responses
 - Work productivity and accuracy
 - Academic performance
 - On-task behavior and attention
 - Compliance, positive comments about self
 - Cooperative play (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)
- Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior (Beaman & Wheldall, 2000; Walker, Ramsey, & Gresham, 2004).
- The use of contingent, behavior-specific praise has been linked to positive student outcomes, including increased student academic engagement and decreased disruptive behavior (Reinke, Lewis-Palmer, & Martin, 2007).
- Teacher reprimands, in conjunction with a reduction in teacher praise, resulted in an increase of disruptive behavior (O'Leary & Becker, 1969).
- Praise has been shown to increase the intrinsic motivation of students (Cameron & Pierce, 1994) and help the learner develop a feeling of competence (Brophy, 1981; Gottfried, 1983; Swann & Pittman, 1977). Increases in teacher praise have positive effects on reading achievement (Gable & Shores, 1980) and math achievement (Luiselli & Downing, 1980).
- The use of positive reinforcement can actually increase intrinsic motivation (Cameron, Banko, & Pierce, 2001). Concerns that children will become dependent on extrinsic reinforcement are unwarranted (Akin-Little, Eckert, & Lovett, 2004).
- Group contingencies have been used to improve academic and social behaviors and reduce disruptive behaviors (Lo & Cartledge, 2004), increase positive and decrease negative verbal interactions (Hansen & Lignugaris-Kraft, 2005), decrease transition time (Yarborough, Skinner, Lee, & Lemmons, 2004), and increase achievement, appropriate classroom behavior, and peer social acceptance (Nevin, Johnson, & Johnson, 1982). The Good Behavior Game is one of the most well-researched group contingency systems (Barrish, Saunders, & Wolf, 1969).



Resources

- Book-Best Behavior: Building Positive Behavior Supports in Schools. Sprague & Golly, 2004. www.sopriswest.com
- PDF-LRBI Checklist: Positive Reinforcement. Utah State Office of Education: Least Restrictive Behavior Interventions (LRBI) Resources. www.usu.edu/teachall/text/behavior/LRBIpdfs/Positive.pdf
- PPT-Acknowledgement Systems: Catch 'em being Good by Chris Borgemeier, PhD. Portland State University. www.web.pdx.edu/~cborgmei
- PPT-Maximizing Effectiveness Using Positive Behavior Support Methods in the Classroom: Reward Systems, Florida's Positive Behavior Support Project.
- PPT-Effective Classroom Practice: Strategies to Acknowledge Appropriate Behavior-Center for PBS, College of Education, University of Missouri.

Free or Inexpensive Rewards for Your Class

2013 MBI Fall Team Training Dates Sessions 1 and 3

Sidney - 9/16-17

Fairmont - 9/23-24

Billings - 9/30 -10/1

Great Falls - 10/7-8

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opi.mt.gov/Programs/SchoolPrograms/MBI/index.html

Pajama/Slipper Day- Wear pajamas, bring pillows and all learning takes place on the floor with the desks pushed out of the way.

Teacher Day- Divide the class into teams and each team is responsible for teaching one section of the day.

National Silence Day - No one in the room is allowed to use spoken words. They must use sign language, drawings, written notes, pantomimes, etc., to convey their thoughts. This means the teacher too.

Music day- Play "approved" CDs while the students are working at their desks.

Picnic Lunch- All students bring a sack lunch from home (or ask the cafeteria to

provide) – bring large quilts and go out on the school lawn-or in the middle of your classroom.

DEAR- "Drop Everything and Read" - Walk over to the board and say "Everyone is working so well that you have 15 minutes to do this..." Write DEAR on the board.

DEAD- "Drop Everything and Draw"

Popcorn on a blanket- Have the students form a large circle away from the center. Put a popcorn popper in the center of the circle without the lid. The students can watch the popcorn pop out of the popper all over the blanket. Once the popper is off they can eat.

Online Sites- There are a number of online sites that exist just to list free stuff. Others have portions of their sites

dedicated to those who wish to give things away:

- www.totallyfreestuff.com
 - www.bestfreestuffonline.com/
 - Craigslist
 - Freecycle
 - eBay Free Stuff
 - Freenapkin
 - Barterquest
- Have the students choose one to write to for a free item.

ClassDojo is a free tool for early-adopter teachers that helps teachers improve behavior in their classrooms quickly and easily. It also captures and generates data on behavior that teachers can share with parents and administrators.

